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ABSTRACT

The general purpose of this bibliography is to cite a wide range of educational literature dealing with those problems in human interaction that stem from differences in cultural background, and to particularly focus on the literature relating non-linguistic cross-cultural differences to formal education. In this volume, recent fugitive literature, such as conference papers, research reports, speeches, term papers, and dissertations are cited and briefly annotated. All works cited can be obtained for reading through ERIC (Educational Resources Information Center) microfiche, and ERIC document (ED) reference numbers are included in the citations. Literature concerning non-verbal communication, sociocultural behavior patterns, cognitive styles, acculturation, biculturalism, the influence of culture on everyday life, and ways of teaching the concept of culture are included. (Author/EB)

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ED164707

ERIC/CUE URBAN DIVERSITY SERIES

Number 55, July 1978

THE ANNOTATED BIBLIOGRAPHY ON CROSS-CULTURAL PROBLEMS IN EDUCATION

VOLUME I: FUGITIVE LITERATURE

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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THE ANNOTATED BIBLIOGRAPHY ON CROSS-CULTURAL PROBLEMS IN EDUCATION.

VOLUME ONE: FUGITIVE LITERATURE

Cornelius Lee Grove, Ed. D.

The general purpose of this bibliography is to bring to light a wide range of educational literature dealing with those problems in human interaction that stem from differences in cultural background, and in particular to focus on the literature relating cross-cultural differences to the process of education in formal settings. In this volume, recent fugitive literature in this field is cited and briefly annotated. In Volume Two, to be published within a year, the recent published literature will be cited and annotated.

For the purposes of compiling this bibliography, my working definition of "fugitive literature" has been as follows. First, all literature cited in this volume may be readily obtained for reading by use of ERIC (Educational Resources Information Center) microfiche, which can be found at any of the approximately 650 locations housing ERIC microfiche collections.* Second, whether an item has been published, strictly speaking, has not been the question on which inclusion or exclusion turned. Commercially published literature as well as articles contained in journals have been excluded from this volume, but other items that have been published in the sense of being mass produced are included herein if there was reason to believe that they would be difficult to obtain in moderately well-stocked libraries. True fugitive literature such as conference papers, research reports, speeches, term papers, and dissertations have been included whenever they were found to relate to the substantive concern of this bibliography.

The substantive concern of the bibliography is quite narrow. It focuses on the literature dealing with non-linguistic cross-cultural problems of an interpersonal nature within educational settings. By "non-linguistic" I suggest, negatively, that literature concerning psycholinguistics, sociolinguistics, bilingual education, second language learning, translating, and so forth has been excluded; I suggest, positively, that literature concerning nonverbal communication (sometimes called body language), sociocultural behavior patterns,

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* For a Directory of ERIC Microfiche Collections, write to the ERIC Processing and Reference Facility, 4833 Rugby Ave., Suite 303, Bethesda, Maryland 20014. This publication is free of charge.

cognitive styles, acculturation, biculturalism, and the influence of deep culture on everyday life has been included. By "cross-cultural" I suggest differences attributable not only to national and ethnic origins, but also to social class and religious backgrounds. By "problems of an interpersonal nature" I suggest both affective problems in face-to-face interaction stemming from differing cultural values and social expectations, and cognitive problems in understanding information stemming from differing conceptual styles and repertoires of life experiences. In addition, I should add that literature concerning curriculum development and pedagogical approaches for the teaching of, say, ethnic studies, as well as literature extolling the virtues of multicultural education and cultural pluralism, all have been excluded from this bibliography; on the other hand, literature discussing ways and means of teaching the culture concept has been included. Finally, by "in educational settings" I suggest not only formal educational settings such as classrooms but also informal and nonformal settings wherein education, broadly construed, takes place, such as the many varied settings associated with international student exchanges. It is perhaps needless to add that numerous items cut across the categories for inclusion and exclusion, and that it has been my sense of the emphasis of the item in question that has guided my decision to include or not.

This bibliography was compiled by a computerized search of the ERIC data base. The computer was instructed to include all relevant items input to the ERIC data base since January 1, 1974. This means that many items that originated two or three or even four years prior to 1974 have been included. In addition, a few other items personally known to me, and available on ERIC microfiche, have been included. The annotation following each entry is a condensed version of the resume prepared for Resources in Education, the monthly publication of the ERIC system describing new entries to the data base. The reader may find the full ERIC resume by using the ED number (ED nnn nnn) either to obtain the appropriate issue of Resources in Education, or to acquire the appropriate piece of microfiche whereon will be found not only the resume but also the complete item of literature itself. Uncomplicated machines, available wherever an ERIC microfiche collection is housed, must be used in order to read the microfiche.

In September 1975, the Institute on International Studies, at Teachers College, Columbia University, published a forerunner of this bibliography, which was entitled The Intensively Annotated Bibliography on Cross-Cultural Problems in Education, and which cited mostly published literature in the field. Until Volume Two of the present bibliography is made available, readers should consult that former version, now only available on ERIC microfiche: ED 111 912.

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How to Acquire the Documents Cited in This Bibliography

Documents cited in this bibliography are available on microfiche at any library or other facility that houses an ERIC microfiche collection.* One simply uses the ED number (ED nnn nnn) to locate the appropriate piece(s) of microfiche in the filing cabinets, and uses a microfiche reader to read the document. Most facilities also have at least one microfiche reader-printer.

Documents cited herein also may be purchased from the ERIC Document Reproduction Service (EDRS). All the documents are available in the form of microfiche (MF); most are also available in xeroxed form on 8½ x 11 paper (HC, for "hard copy"). At the end of each annotation is listed the price of the document from EDRS; to this price must be added the cost of postage. When ordering microfiche only, include 15¢ to cover first-class postage. When ordering xerox copies (HC), use the following chart to determine fourth-class postage (allow three to four weeks for delivery):

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Some of the documents cited in this bibliography are also available from other sources. When these are known, the pertinent information is included at the very end of the annotation.

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* For a Directory of ERIC Microfiche Collections, write to the ERIC Processing and Reference Facility, 4833 Rugby Ave., Suite 303, Bethesda, Maryland 20014. This publication is free of charge.

A Note Concerning Documents Lacking an ED Number

Four documents cited in this bibliography do not have ED numbers; they include two documents by Nine Curt, and one each by Bishop and Yao. In the place of an ED number, the citation in these four cases includes a UD number (UD nnn nnn). Following is an explanation of this discrepancy and appropriate advice to the reader who wishes to obtain one of these four documents.

This bibliography was prepared at the ERIC Clearinghouse on Urban Education, also known as the ERIC Clearinghouse on the Urban Disadvantaged (ERIC/UD). Documents recently selected by this Clearinghouse for inclusion in the ERIC microfiche collection were combed for possible inclusion in this bibliography; the four noted above were selected so recently that, at the time this bibliography went to press, they had not yet been assigned an ED number by the ERIC Processing and Reference Facility. These four documents can only be identified, therefore, by the Clearinghouse accession number (UD nnn nnn).

The four documents in question will be cited, complete with their ED numbers, in the September, October, or November (1978) issues of Resources in Education, the serial publication of the ERIC system in which recent additions to the microfiche collection are listed and cross-referenced. The interested reader should go to these issues of Resources in Education, find that portion of the publication devoted to the input of the Clearinghouse on the Urban Disadvantaged (UD), and search for the documents in question by consulting the UD numbers (located at the top right of each document resume). When the appropriate UD number is found, the corresponding ED number will appear immediately to its left (that is, at the top left of the document resume). The ED number then may be used to find the microfiche in the filing cabinets, or to order microfiche or xerox copies (HC) from EDRS.

Librarians at any facility housing an ERIC microfiche collection will be able to assist the reader in following the above directions, should difficulties occur.

How to Keep Abreast of Future Fugitive Literature in this Field

The student of non-linguistic cross-cultural problems in education may keep abreast of new fugitive (as well as published) literature in his or her field by manually searching the subject indices of monthly issues of Resources in Education, or by commissioning a computer search of the ERIC data base from time to time. In either case, the following ERIC descriptors, among others, will prove useful:

Acculturation
Adjustment Problems
Adjustment (to Environment)
Behavior Patterns
Bias
Biculturalism
Body Language
Classroom Communication
Cognitive Processes
Cognitive Style
Communication Problems
Cross Cultural Studies
Cross Cultural Training
Cultural Awareness
Cultural Background
Cultural Context
Cultural Differences
Cultural Disadvantagement
Cultural Environment
Cultural Factors
Cultural Images
Cultural Interrelationships
Cultural Pluralism
Cultural Traits
Culturally Disadvantaged
Culture Conflict
Culture Contact
Culture Free Tests
Discriminatory Attitudes (Social)
Ethnic Groups
Ethnic Relations
Ethnic Stereotypes
Ethnocentrism
Family School Relationship
Foreign Culture
Foreign Students
Group Relations
Human Relations
Immigrants
Intercommunication
Intergroup Relations
International Educational Exchange
Interpersonal Relationships
Learning Processes
Life Style
Middle Class Culture
Middle Class Values
Migrants
Multicultural Education*
Nonverbal Communication
Parent School Relationship
Race Relations
Racism
Social Adjustment
Social Discrimination
Social Relations
Social Values
Sociocultural Patterns
Stranger Reactions
Student Adjustment
Student Attitudes
Student Behavior
Student Exchange Programs
Student School Relationship
Student Teacher Relationship
Teacher Attitudes
Teacher Behavior
Test Bias
Testing Problems
Values

* "Multicultural Education" had been formally proposed, but not yet accepted, as an ERIC descriptor at the time this bibliography went to press.

Section One: Fugitive Annotated Bibliographies

The following fugitive annotated bibliographies cite literature, both fugitive and published, concerning cross-cultural problems in education. These bibliographies are available on ERIC microfiche, and should be consulted as supplements to Volumes One and Two of this bibliography.

Billings, Mary DeWitt; and Others. American Potpourri: Multi-ethnic Books for Children and Young Adults. A Bibliography Based on the Acquisitions of the Educational Materials Center. Washington, DC: Office of Education (DHEW), 1977. 13p. ED 137 177

A selective annotated bibliography of multiethnic books published in 1975 or 1976, including fiction and nonfiction works. Organized by grade level (preschool, young adult, and so forth). Includes a section on Spanish-language, bilingual, and translated books. EDRS price: MF-$0.83, HC-$1.67 plus postage.

Council for Exceptional Children. Nondiscriminatory Testing: 1977 Topical Bibliography. Reston, VA: Council for Exceptional Children (Information Services and Publications), 1977. 13p. ED 146 742

Approximately fifty citations (1974-76) on nondiscriminatory testing of handicapped and culturally different students. EDRS price: MF-$0.83, HC-$1.67 plus postage.

Dissemination Center for Bilingual Bicultural Education. Teacher Training Bibliography: An Annotated Listing of Materials for Bilingual Bicultural Teacher Education. Austin, TX: Dissemination Center for Bilingual Bicultural Education, 1975. 61p. ED 108 498

This 185-citation bibliography includes sections on cultural awareness and general works on minority students as well as on other topics appropriate to the training of bilingual teachers. EDRS price: MF-$0.83, HC-$3.50 plus postage.

Gollnick, Donna M.; and Others. Multicultural Education and Ethnic Studies in the United States. An Analysis and Annotated Bibliography of Selected ERIC Documents. Washington, DC: American Association of Colleges for Teacher Education (Ethnic Heritage Center for Teacher Education), 1976. 179p. ED 120 103

An extensive, fully annotated bibliography covering program, curriculum, classroom, and concept materials available on ERIC microfiche. EDRS price: MF-$0.83, HC-$10.03 plus postage. Also available for $4.00 from AACTE, One Dupont Circle, Washington, DC 20036.

Grove, Cornelius Lee. The Intensively Annotated Bibliography on Cross-Cultural Problems in Education. New York, NY: Teachers College, Columbia University (Institute of International Studies), 1975. 44p. ED 111 912

Forerunner of this present bibliography, but with a slightly broader scope (including, for example, literature on linguistic cross-cultural problems). Approximately 125 entries. Call numbers at New York City libraries are included for the majority of items. EDRS price: MF-$0.83, HC-$2.06 plus postage.

Harford County Public Schools. Amebook: A Multi-Ethnic Bibliography. Bel Air, MD: Harford County Public Schools, 1976. 40p. ED 139 382

Selected reference resources and representational writings that reflect the cultural patterns and contemporary problems of Blacks, Mexicans, Eskimos, Chinese, and American Indians. EDRS price: MF-$0.83, HC-$2.06 plus postage.

Jablonsky, Adelaide. Social and Psychological Studies of Minority Children and Youth: An Annotated Bibliography of Doctoral Dissertations. New York, NY: ERIC Clearinghouse on the Urban Disadvantaged (Teachers College, Columbia University), 1975. 253p. ED 110 589

Topics covered in this 182-citation bibliography include psychological theories, tests and testing, race and prejudice, incentives, rewards and reinforcement, families and community attitudes and behavior, personality, self-concept (preschool, primary, elementary, secondary), locus of control, and personal problems. Subject, author, and institution indices included. EDRS price: MF-$0.83, HC-$14.05 plus postage.

Jackson, Anne. Ethnic Groups--Their Cultures and Contributions. Little Rock, AR: Arkansas State Department of Education, 1970. 162p. ED 063 062

A 701-item bibliography (1929-70) covering the history, culture, and mores of American Indians, Blacks, Mexican Americans, and Oriental Americans. Classified by subject and usage level in elementary and secondary schools. EDRS price: MF-$0.83, HC-$8.69 plus postage.

Kolm, Richard. Bibliography on Ethnicity and Ethnic Groups. Rockville, MD: Center for Studies of Metropolitan Problems (NIMH), 1973. 255p. ED 090 340

Cites items that explore the theory, and the social, cultural, and psychological consequences, of membership in a minority or ethnic group. Primary emphasis given to materials dealing with (1) the situation of immigrant ethnic groups in terms of psychological adjustment and conditions affecting acculturation, and

(2) patterns of ethnic behavior, identity, family life, and communication structure. This bibliography does not attempt extensive coverage of Blacks, American Indians, and Mexican Americans. EDRS price: MF-$0.83, HC-$14.05 plus postage. Also available for $2.85 from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Wight, William L. Guidelines for Peace Corps Cross-Cultural Training. Annotated Bibliography, Part IV. Estes Park, CO: Center for Research and Education, 1970. 117p. ED 059 940

Includes more than one hundred citations of easily accessible materials that are useful for cross-cultural training and for assisting trainees to understand the problems of other cultures. Sections on American studies and on the collecting, analyzing, organizing, and using of content necessary to understand any culture are included, among others. EDRS price: MF-$0.83, HC-$6.01 plus postage.

Section Two: Fugitive Literature

The following entries cite fugitive literature on non-linguistic cross-cultural problems of an interpersonal nature within educational settings (as defined in the introduction, pp. i-ii). The citations are ordered by author's last name, and are numbered to facilitate use of the Index, which begins on page 27. All items cited are available on ERIC microfiche.

-1-
Aboud, Frances E., Ed., and Meade, Robert D., Ed. Cultural Factors in Learning and Education. Bellingham, WA: Western Washington State College, 1974. 184p. ED 140 606

The Fifth Western Symposium on Learning, held in November 1973, considered the question of how cultural factors affect learning and produce important differences in personality. Some of the papers delivered at the Symposium include: (1) "Cultural Factors in Learning and Education," by Paul Woodring; (2) "Varieties of Cognitive Competence in a Cross-Cultural Context," by Karl and Ana Holzmuller; (3) "Cultural Impact on School Achievement," by Robert L. Thorndike; and (4) "Kinship, Psychosocial Homeostasis (PSH) and Learning," by Francis L. K. Hsu. There were thirteen papers in all. EDRS price: MF-$0.83, HC-$10.03 plus postage.

-2-
Altscher, Diane C. A Rationale for a Counseling Program Designed Uniquely for International Students. 1976. 11p. ED 134 888

Outlines the many difficulties that foreign students encounter upon their arrival in an American institution. EDRS price: MF-$0.83, HC-$1.67 plus postage.

-3-
Archibald, Robert D. The Relationship of Teacher's Cognitive Style to Minority Student Satisfaction. 1975. 12p. ED 109 550

Reports a research project that attempted to determine whether the traits of flexibility, openness, and sensitivity found in high school teachers would be associated with higher levels of satisfaction among minority and other students. Support was found for this hypothesis. EDRS price: MF-$0.83 plus postage. HC not available.

-4-
Association for Childhood Education International. Children and International Education. Washington, DC: Association for Childhood Education International, 1972. 41p. ED 092 468

Includes an overview of many materials useful for those working in international education, hints on how to help children

relate to children from other cultures, and suggestions of activities that can be used in classrooms and in other contexts. EDRS price: MF-$0.83 plus postage. HC not available. Also available for $1.75 prepaid from ACEI, 3615 Wisconsin Ave., N.W., Washington, DC 20016.

-5-

Attashani, Abdulrazik; Pesenti, Roberto A. Information Memory Processing and Retrieval: Cultural Differences of Libyan and American Children in a Sorting and Piagetian Task. 1974. 48p. ED 091 197

Reports research on Libyan and American tenth-grade students performing two tasks: the chemical bodies experiment studied by Piaget and Inhelder, and a figural sorting task. Cultural differences were found. EDRS price: MF-$0.83, HC-$2.06 plus postage.

-6-

Baca, J. D. Cultural Awareness Inventory. 1972. 17p. ED 117 201

Reports a research project comparing Mexican-American and Anglo secondary school teacher perceptions of Mexican-American students. Differences were found with respect to the constructs achievement, time orientation, acculturation, and religiosity. Implications and recommendations included. EDRS price: MF-$0.83, HC-$1.67 plus postage.

-7-

Bachmann, James K. English Face-to-Face: The Nonverbal Dimension of Conversation. 1973. 12p. ED 115 073

Discusses the critical importance of nonverbal communication in foreign language teaching and learning. Discusses ways in which teachers can stimulate student interest in and learning of the nonverbal channels of communication. EDRS price: MF-$0.83, HC-$1.67 plus postage.

-8-

Bagnole, John W. TEFL, Perceptions and the Arab World, with a Case Study of the University of Garyounis (Benghazi). Washington, DC: American Friends of the Middle East, Inc., 1977. 57p. ED 135 257

Prepares teachers of English as a foreign language for many of the conditions they will encounter while teaching in the Arab world. Identifies and analyzes certain attitudinal and perceptual concepts such as time, "never-say-no-ism," expatriate feelings of alienation, education as a perceived value, the image of teachers, and the role and image of women. Also examines various practical aspects of teaching in Arab countries. EDRS price: MF-$0.83. HC not available. Also available for $2.00 from AFME, Suite 100, 1717 Massachusetts Ave., N.W., Washington, DC 20036.

-9-
Begle, E.G. Learning Correlates for Mexican-American Students. Stanford, CA: Stanford Mathematics Education Study Group, 1972. 6p. ED 142 406

Reports research comparing performance patterns of Mexican-American seventh-grade students on five mathematics tests with those of Anglo students. Evidence found that the intellectual functioning of Mexican-American children is different from that of Anglo children. EDRS price: MF-$0.83, HC-$1.67 plus postage.

-10-
Benjamin, Libby, Ed.; Pratt, Richard, Ed. Transcultural Counseling: Needs, Programs, and Techniques. Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personnel Services (University of Michigan, School of Education), 1975. 266p. ED 122 202

Chapters speak to: (1) Issues in the Counseling of Spanish Speaking/Surname Clients; (2) Counseling Alaskan Natives; (3) Black Perspectives on Counseling; (4) Planning and Implementing Transcultural Training Experiences; (5) Planning and Leading Transcultural Groups; (6) Cross-Cultural Group Counseling and Its Effect on Reducing Tension in a Racially Mixed School; and (7) Exemplary Programs, Practices and Policies. EDRS price: MF-$0.83 plus postage. HC not available. Also available from Human Sciences Press, Behavioral Publications, Inc., 72 Fifth Avenue, New York, NY 10011.

-11-
Bernal, Ernest M., Jr. Adapting Assessment Procedures to Specific Population Characteristics: The Chicano Child. 1977. 21p ED 145 943

Discusses some of the problems involved in the testing of minority group children, focusing on the testing of bilingual minorities and emphasizing the special problems involved in testing Hispanic children. Illustrates alternate methods of developing tests for use with minority groups. EDRS price: MF-$0.83, HC-$1.67 plus postage.

-12-
Bishop, George D. Effects of Belief Similarity and Dialect Style on Interracial Interaction. 1976. 9p. UD 018 224 (see page v, above)

Reports research investigating the roles of both belief similarity and dialect style on white subjects; attitudes and nonverbal behaviors toward black or white people in a face to face interaction. Findings indicate that dialect style is one important variable in interracial perception. EDRS price: MF-$0.83, HC-$1.67 plus postage.

-13-
Breland, Hunter M. Cross-Cultural Stability of Test Items: An Investigation of Response Patterns for Ten Socio-Cultural Groups with Exploration of an Index of Cross-Cultural Stability. Princeton, NJ: Educational Testing Service, 1973. 306p. ED 115 682

Over 14,000 high school seniors were studied with respect to sociocultural differences on cognitive test item responses. The groups were: American Indians, Blacks, Mexican-Americans, Puerto Ricans, other Latin-Americans, Oriental-Americans, white Northeastern, white North Central, white Southern, and white Western. Items having notable patterns of instability were examined closely for factors which might explain the instabilities. EDRS price: MF-$0.83, HC-$16.73 plus postage.

-14-
Cazden, Courtney B.; Leggett, Ellen L. Culturally Responsive Education: A Response to LAU Remedies II. 1976. 52p. ED 135 241

Four recommendations for educational policy and practice to achieve culturally responsive education are discussed; for example, multisensory instruction is recommended as superior to exclusively verbal instruction. Research needs are identified. EDRS price: MF-$0.83, HC-$3.50 plus postage.

-15-
Chan, Carole. The Chinese American: Inscrutable to Some. Los Angeles, CA: Los Angeles County Commission on Human Rights, 1975. 15p. ED 127 393

Among the issues that are addressed are Chinatown, three Chinese American approaches to life (traditional, marginal, activist) and the cultural practices most often retained by the Chinese (foods, language, symbols, celebrations and observances, religion, extended family bonds, personal and family pride, and perseverance). EDRS price: MF-$0.83, HC-$1.67 plus postage.

-16-
Chan, Carole. Expressions Shared by Vietnamese in America. Los Angeles, CA: Los Angeles County Commission on Human Rights, 1975. 15p. ED 127 394

A collection of expressions shared by Vietnamese immigrants concerning the following topics: names, formality, cultural influences, touching, tact and diplomacy, shared life, open houses, social standards, manual labor, fatalism, and adaptability. EDRS price: MF-$0.83, HC-$1.67 plus postage.

-17-
Chan, Carole. Cambodians in America. Los Angeles, CA: Los Angeles County Commission on Human Rights, 1975. 13p. ED 123 311

Composed by Cambodians, this paper is directed toward Americans who hope to relate successfully with Cambodians; stressed are the differences between Cambodians and Vietnamese in values and sociocultural patterns. EDRS price: MF-$0.83, HC-$1.67 plus postage.

-18-
Chan, Carole. The Pilipino American. Los Angeles, CA: Los Angeles County Commission on Human Rights, 1976. 15p. ED 127 395

Values and sociocultural patterns of Pilipino-Americans are discussed. EDRS price: MF-$0.83, HC-$1.67 plus postage.

-19-
Chao, Rose; Sung, Betty Lee. Chinese Immigrant Children. Preliminary Report. New York, NY: City College of New York (Dept. of Asian Studies), 1977. 43p. ED 152 895

A comparative study investigating the adjustment process of recently immigrated Chinese elementary school children in the school, the home, and the community. EDRS price: MF-$0.83, HC-$2.06 plus postage.

-20-
Cirincione-Cole, Kathryn. Correlates of Culture-Conflict in Schools. 1974. 32p. ED 089 928

Reports research suggesting that ethnic minority students were being asked to make a choice between their own cultural group and that of white middle-class America in order to win success within the educational system. EDRS price: MF-$0.83, HC-$2.06 plus postage.

-21-
Cooper, James G. Mirror, Mirror on the Wall: Adolescent Self-Concept in Four Countries. Albuquerque, NM: New Mexico University (Dept. of Educational Administration and Foundations), 1974. 20p. ED 101 004

Self-concepts of adolescents in Germany, Mexico, Taiwan, and the U.S.A. were measured with an Osgood type of semantic differential. The American sample included Anglo, Chicano, and Indian high school seniors. Anglo students were found to have the least favorable self-concept. EDRS price: MF-$0.83, HC-$1.67 plus postage. Also available for $2.00 from Educational Foundations, University of New Mexico, Albuquerque, NM 87131.

-22-
Crickard, Betty P. Cultural Values Influencing Educational Programming in West Virginia. 1974. 30p. ED 103 178

The reflection and endorsement of nine selected Appalachian cultural values (familism, neighborliness, love of home place, individualism, personalism, modesty, being one's self, sense of humor, religion) in the educational programming of extension agents were assessed in West Virginia (an Appalachian state), North Dakota (a rural state), and New Jersey (an urban state). EDRS price: MF-$0.83, HC-$2.06 plus postage.

-23-
Das, Ajit K. International Students: Untapped Resource for Psychological Education. 1974. 6p. ED 094 275

Investigates the social interaction between foreign students and American students and concludes that international students are a valuable resource for psychological programs with intercultural dimensions and that they should be more actively involved with American students. EDRS price: MF-$0.83, HC-$1.67 plus postage.

-24-
DeStefano, Johanna S. Cultural Diversity -- A Factor in Learning to Read. 1973. 13p. ED 085 673

Argues that in the case of certain cultures with strong oral traditions (for example, Black culture and various American Indian cultures), the emphasis on literacy in American schools may be seen as an enculturating tool of the dominant society. EDRS price: MF-$0.83, HC-$1.67 plus postage.

-25-
Dixon, Margaret A.; Duncan, Nellie R. Facilitating the Adjustment to and Participation in the Life of the School and Community by Newly Arrived Puerto Rican Pupils and their Parents. Fort Lauderdale, FL: Nova University, 1974. 367p. ED 113 400

Describes the planning and implementation of a comprehensive program to facilitate the adjustment of newly arrived Puerto Rican pupils and parents to the school and the surrounding East New York Community. EDRS price: MF-$0.83 plus postage. HC not available.

-26-
Downs, James F. Understanding Culture: Guidelines and Techniques for Training. Hilo, HI: Hawaii University (Center for Cross-Cultural Training and Research), 1970. 65p. ED 088 788

Aims at imparting skills which enable the Peace Corps Volunteer to make the necessary adjustment of his own behavioral style and to evaluate host country patterns more accurately, in order to facilitate communication across cultural barriers. EDRS price: MF-$0.83, HC-$3.50 plus postage.

-27-
Duong, Thanh Binh. A Handbook for Teachers of Vietnamese Students: Hints for Dealing with Cultural Differences in Schools. Washington, DC: Center for Applied Linguistics, 1975. 39p. ED 108 516

A guide to the American teacher in helping Vietnamese students make the cultural and academic transition to the American classroom. EDRS price: MF-$0.83, HC-$2.06 plus postage. Also available for $1.00 from the Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209.

-28-
Ekstrand, L.H. Migrant Adaptation--A Cross-Cultural Problem. A Review of Research on Migration, Minority Groups and Cultural Differences, with Special Regard to Children. Malmo, Sweden: School of Education (Dept. of Educational and Psychological Research), 1977. 107p. ED 144 368

The following headings indicate the contents of the five chapters: the adjustment process; intellectual functioning in a cross-cultural perspective; cultural influence on perception; bilingualism; and personality, emotion and mental health. A section with general conclusions and educational implications concludes each chapter. EDRS price: MF-$0.83, HC-$6.01 plus postage.

-29-
Endo, Russell. Asian Americans and Higher Education. 1974. 22p. ED 089 610

Attempts to overview the historical significance and present the problems of Asian Americans in higher education. Concludes that many of their problems are cultural in origin. EDRS price: MF-$0.83, HC-$1.67 plus postage.

-30-
Epstein, Charlotte. The Walkabout Gene. 1976. 15p. ED 121 903

Discusses the ancient behavior known as "walkabout" among Australian Aborigines, and the beliefs and reactions of Australian whites concerning this behavior (such as that it is genetically determined, that it is primitive behavior that ill-fits the Aborigine for education, and so forth). Comparisons between the Australian situation and the U.S. are made throughout the paper. EDRS price: MF-$0.83, HC-$1.67 plus postage.

-31-
Foxworthy, Nancy M. Schooling in the Dominican Republic. New York, NY: ERIC Clearinghouse on the Urban Disadvantaged, 1976. 47p. ED 129 943

Examines the societal and organizational context of the educational system in the Dominican Republic, and discusses practices in Dominican classrooms, the nature of teacher-student interaction styles, and the relationship between school and home life. Notes the confusion and conflict experienced by Dominican children attending schools embedded in a different sociocultural context, that of the United States. EDRS price: MF-$0.83, HC-$2.06 plus postage. Also available for $2.50 from the Institute for Urban and Minority Education, Box 40, Teachers College, New York, NY 10027.

-32-
Gleason, Thomas P. Bicultural Social Adjustment Patterns Among New Brunswick Students. 1975. 13p. ED 105 749

Reports a three-year study of social adjustment patterns in the francophone and anglophone student populations of New Brunswick, Canada. EDRS price: MF-$0.83, HC-$1.67 plus postage.

-33-
Gold, Milton J., Ed.; and Others. In Praise of Diversity: A Resource Book for Multicultural Education. Washington, DC: Association of Teacher Educators; and Omaha, NE: Center for Urban Education; 1977. 231p. ED 144 855

Contains essays and ethnic vignettes to help teachers and teacher educators understand the diverse lifestyles, backgrounds, and attitudes of students and families in American society. Children's learning styles in different cultures are also described in order to help teachers work more effectively with minority group students. EDRS price: MF-$0.83, HC-$12.71 plus postage.

-34-
Goodenough, Donald R.; Witkin, Herman A. Origins of the Field Dependent and Field Independent Cognitive Styles. Princeton, NJ: Educational Testing Service, 1977. 82p. ED 150 155

The literature on sources of individual differences in field dependence-independence is reviewed, and findings on ontogenetic development and cross-cultural differences are discussed. EDRS price: MF-$0.83, HC-$4.67 plus postage.

-35-
Grannis, Joseph C. Going Beyond Labels: The Significance of Social Class and Ethnicity for Education. New York, NY: ERIC Clearinghouse on the Urban Disadvantaged, 1975. 7p. ED 109 294

Argues that labels such as "middle class," "nonwhite," and so forth are critical factors in the relationship between social class and ethnicity on the one hand, and goal attainment on the other. EDRS price: MF-$0.83, HC-$1.67 plus postage. Also available free from the Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027.

-36-
Graves, Nancy B. Inclusive Versus Exclusive Interaction Styles in Polynesian and European Classrooms: In Search of an Alternative to the Cultural Deficit Model of Learning. 1974. 37p. ED 119 847

Reports research that found that Polynesian and Pakeha (New Zealanders of European extraction) children, ages 2 to 11, showed marked differences in modal patterns of interaction in their classrooms. The Polynesians had an "inclusive" style promoting formation of large cooperative groups, while the Pakehas had an "exclusive" style resulting in parallel activities by individuals or intensely associated pairs. Implications for cognitive functioning and problem-solving discussed. EDRS price: MF-$0.83, HC-$2.06 plus postage.

-37-
Grove, Cornelius Lee. Nonverbal Behavior, Cross-Cultural Contact, and the Urban Classroom Teacher. New York, NY: ERIC Clearinghouse on the Urban Disadvantaged, 1976. 7p. ED 120 275

Discusses nonverbal behavior as the medium through which relationships are maintained, regulated, and guided within culturally prescribed patterns; attributes out-of-awareness communication breakdowns to mistaken assignment of meaning due to subtle differences in those patterns. Implications for the teacher are discussed. EDRS price: MF-$0.83, HC-$1.67 plus postage. Also available free from the Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027.

-38-
Grove, Cornelius Lee. The Cross-Cultural Problems of Immigrant Portuguese Students in American Schools. 1977. 23p. ED 151 472

Discusses various features of the culture of the school in Portugal and how they differ from corresponding features of American schools, causing adjustment problems for immigrant Portuguese students. Special problems of three categories of immigrant Portuguese students are discussed in detail. EDRS price: MF-$0.83, HC-$1.67 plus postage.

-39-
Grove, Cornelius Lee. Six Non-Language Related Problems Facing Older Immigrant Portuguese Students. 1977. 18p. ED 151 447

An imaginary first-person account of a Portuguese student who has spent a year and a half in an American high school; he explains six features of life and work in American schools that he has never understood. For example, he feels strongly that he is treated as a child in American schools; in Portugal he was considered mature and responsible. EDRS price: MF-$0.83, HC-$1.67 plus postage.

-40-
Harrington, Charles C. A Psychological Anthropologist's View of Ethnicity and Schooling. New York, NY: Teachers College, Columbia University (Institute for Urban and Minority Education), 1975. 13p. ED 120 269

Reviews research on ethnic variables as they relate to the process of schooling. The importance of recognizing different educational values and different ways of evaluating competent performance is noted. EDRS price: MF-$0.83, HC-$1.67 plus postage. Also available for $1.00 from IUME, Box 40, Teachers College, Columbia University, New York, NY.

-41-
Hart, Sylvia; Conlon, Kathleen. Diversity: Cultural and Educational Implications for Nursing Educators and the Nontraditional Student. Atlanta, GA: Southern Regional Council, 1977. 24p. ED 150 052

Identifies some generalized behavioral characteristics of different cultures and the educational problems that may arise when cultural differences are combined with learning skill deficiencies. Culturally related skill deficiencies of Asian-Americans, Hispanics, Native Americans, and Blacks are discussed. For example, the value placed by Native Americans on noncompetitiveness is often at variance with mainstream emphasis on individual achievement. EDRS price: MF-$0.83 plus postage. HC not available.

-42-
Hill, Clifford A. Urban Minority Students, Language, and Reading. New York, NY: ERIC Clearinghouse on the Urban Disadvantaged; and Arlington, VA: ERIC Clearinghouse on Languages & Linguistics; 1977. 73p. ED 150 242

Argues that the language deficit position is of little use in explaining why most poor readers are from low socioeconomic status ethnic minorities. Underlying social and cognitive forms in language use are discussed, leading to a refined understanding of reading problems based on the "deixis" concept. EDRS price: MF-$0.83, HC-$3.50 plus postage. Also available for $2.50 from IUME, Box 40, Teachers College, Columbia University, New York, NY 10027.

-43-
Hilliard, Asa G. Restructuring Teacher Education for Multicultural Imperatives. 1974. 15p. ED 091 380

Numerous essentials for effective multicultural teacher education are listed and discussed. For example, the teacher must be taught to realize that all teaching tools are culture-bound, and to diagnose knowledge and capabilities in students from differing cultural backgrounds. EDRS price: MF-$0.83, HC-$1.67 plus postage.

-44-
Hilliard, Asa G., III. Alternative to IQ Testing: An Approach to the Identification of Gifted "Minority" Children. Final Report. Sacramento, CA: California State Dept. of Education (Division of Special Education), 1976. 169p. ED 148 038

Typical gross errors and misinterpretations of data in cross-cultural assessment are pointed out. The necessity of using items suited to the child's environment, and of insuring that the child understands what is required, are noted. Various behavioral styles (such as the atomistic-objective, obsessive-compulsive, and hysterical styles) are reviewed, and their impact on assessment interactions is analyzed. Style is viewed as the vehicle through which intelligence is expressed. EDRS price: MF-$0.83, HC-$8.69 plus postage.

-45-
Hilliard, Asa G., III. Adapting Assessment Procedures: The Black Child. 1977. 18p. ED 145 957

Deals with the assumptions and approaches underlying educational assessment and suggests alternatives to standardized testing. It is proposed that the assumption that test items can be standardized is at the base of assessment problems. An assessment procedure for Black children that works within their whole historical, traditional, and cultural background is discussed. EDRS price: MF-$0.83, HC-$1.67 plus postage.

-46-
Hollomon, John W.; and Others. A Cross-Cultural Investigation of Language and Thought in Young Anglo-, Black-, and Mexican-American Children of Low Social Status Parents. 1976. 57p. ED 131 955

Reports a cross-cultural study of the abilities of Anglo-, Black-, and Mexican-American young children of low status parents to process a given set of language and thought universals. The overall conclusion was that the patterns of mental operations appear not to be adversely affected by ethnicity, whereas culture appears to affect levels of speech production across ethnic groups. EDRS price: MF-$0.83, HC-$3.50 plus postage.

-47-
Institute for Urban and Minority Education, and Bilingual Education Applied Research Unit. Modules for Teacher Trainers: Implementing Multicultural Social Studies in Elementary Schools. New York, NY:

Teachers College, Columbia University (IUME), and Hunter College, City University of New York (BEARU), 1978. 340p. ED 152 923

A manual for bringing the maintenance of cultural diversity into actual practice in the elementary school bilingual classroom. Topics include: culture, race socialization, cultural differences, migration, bicultural students, parents as resources, the bilingual teacher as culture broker, language, learning style, the cross cultural comparative approach, the classroom as a learning environment, the arts, inquiry, and the assessment system. EDRS price: MF-$0.83, HC-$18.07 plus postage.

-48-

Intercultural Development Research Association. Handbook for Teachers of Vietnamese Students. San Antonio, TX: IDRA, 1976. 47p. ED 135 881

This handbook was prepared to acquaint American teachers with Vietnamese students' background and way of life. It addresses the following areas: cultural differences, curriculum, classroom schedules, and family mores. EDRS price: MF-$0.83, HC-$2.06 plus postage.

-49-

Johnson, Simon O. A Plan for Working With Students in a Cross-Cultural Education Program. 1974. 6p. ED 091 643

Describes a successful program in which white students spent a quarter at a predominantly Black university, and Black students spent a quarter at a predominantly white university. The role of counselors is emphasized. EDRS price: MF-$0.83, HC-$1.67 plus postage.

-50-

John-Steiner, Vera; and Others. Learning Styles Among Pueblo Children. Final Report. Albuquerque, NM: New Mexico University (College of Education), 1975. 222p. ED 129 503

Observational, exploratory and verbal learning, and verbal/imaginal processes of Pueblo Indian children were compared with those of non-Indian (Anglo and Chicano) children. Pueblo children were found to be self-confident and independent at an early age; they excelled in visual representation and showed a high interest in role play. No evidence was found to support the view of the "silent" Indian child. EDRS price: MF-$0.83, HC-$11.37 plus postage.

-51-

Kim, Young Y. A Causal Model of Communication Patterns of Foreign Immigrants in the Process of Acculturation. 1976. 37p. ED 137 872

Communication patterns of foreign immigrants in the process of acculturation are conceptualized on cognitive and behavioral levels. The theory was tested and supported by a survey of Korean immigrants in the Chicago area. EDRS price: MF-$0.83, HC-$2.06 plus postage.

-52-
Klein, Marjorie H. Overview: Adaptation to New Cultural Environments. 1977. 9p. ED 142 650

Discusses patterns and phases of adjustment to a new environment, indicating the complexity of the process and reviewing its many difficulties. Concludes that patterns of adaptive responses to stress are similar across cultures, although the particulars of what is found stressful differ. EDRS price: MF-$0.83, HC-$1.67 plus postage.

-53-
Kleinfeld, Judith. Using Nonverbal Warmth to Increase Learning: A Cross-Cultural Experiment. Fairbanks, AK: Alaska University (Institute of Social, Economic, and Government Research), 1973. 13p. ED 081 568

Reports research which demonstrated that both Eskimo and white students tended to learn significantly more in a nonverbally warm situation. EDRS price MF-$0.83, HC-$1.67 plus postage.

-54-
Kraemer, Alfred J. Development of a Cultural Self-Awareness Approach to Instruction in Intercultural Communication. Alexandria, VA: Human Resources Research Organization, 1973. 66p. ED 129 682

Describes the development of exercises designed to improve intercultural communication skills by helping trainees learn to reduce the unwarranted, culturally conditioned assumptions they make about the other person. Videotapes are an integral part of the training package that was developed, but this report includes scripts for the tapes in an appendix. EDRS price: MF-$0.83, HC-$3.50 plus postage.

-55-
Kraemer, Alfred J. Workshop in Intercultural Communication: Handbook for Instructors. Alexandria, VA: Human Resources Research Organization, 1974. 79p. ED 129 683

This handbook provides detailed guidelines for conducting the exercise described in the immediately preceding entry as a workshop on intercultural communication. Also provided are methods for evaluating the workshop, such as a cultural self-awareness test designed to measure ability to recognize cultural influences in one's own thinking. EDRS price: MF-$0.83, HC-$4.67 plus postage.

-56-
Kutner, Nancy G. The Poor Vs. the Non-Poor: An Ethnic and Metropolitan-Nonmetropolitan Comparison. 1974. 20p. ED 110 527

Describes twenty-nine "poverty traits" found in urban and non-urban families across white, Black, and Hispanic ethnic groups. The traits are grouped under the headings: (1) relationship of subculture to larger society; (2) nature of local slum community; (3) nature of family; and (4) attitudes, values, and character of the individual. EDRS price: MF-$0.83, HC-$1.67 plus postage.

-57-
Lambert, William W.; and Others. A Study of Children's Aggressive Actions in Six Cultures. 1974. 184p. ED 105 323

Children from six cultures were studied in an attempt to measure differences in personality development and the socialization of aggression. The six cultures studied were: (1) a New England Baptist community; (2) a Philippine barrio; (3) an Okinawan village; (4) an Indian village in Mexico; (5) a northern Indian caste group; and (6) a rural tribal group in Kenya. EDRS price: MF-$0.83 plus postage. HC not available.

-58-
LeCompte, Margaret Diane. Who Fits the Procrustean Bed?: Spanish-American and Anglo Children Versus the Public Schools. 1973. 36p. ED 104 596

Reports research in which teacher behavior and classroom organization were examined to determine how they expressed work norms and in what ways they conflicted with the Spanish American culture. The sample consisted of 4th grade teachers and students in 2 Albuquerque (New Mexico) schools. EDRS price: MF-$0.83 plus postage. HC not available.

-59-
Leibowitz, Harold. Social, Cultural and Linguistic Factors Affecting the Teaching of Physical Education in the Inner City. 1976. 13p. ED 121 796

Discusses the clash of cultures in physical education classes resulting from the dissimilar value systems and linguistic styles of middle class teachers on the one hand and Black and Puerto Rican students on the other. EDRS price: $0.83, HC-$1.67 plus postage.

-60-
Lindberg. Dormalee H. Creativity and the Culturally Different. 1974. 5p. ED 090 154

Discusses activities useful for awakening the creative imaginations of students from different cultural backgrounds. Argues that every person has a unique set of experiences and therefore can be considered "culturally different" for purposes of creative expression. EDRS price: MF-$0.83, HC-$1.67 plus postage.

-61-
Mahan, James M. Research and Reflections on Immersing Mainstream Student Teachers in Non-Mainstream Communities. 1977. 28p. ED 135 742

Four Indiana University projects are described in which student teaching segments have been arranged in American Indian, Latino, rural, and inner-city nonmainstream cultural settings. Conclusions are presented on the programs' relevance, effectiveness, and future development. EDRS price: $0.83, HC-$2.06 plus postage.

-62-
Marsh, Harriet L. Re-Entry/Transition Seminars. Report on the Wingspread Colloquium. Washington, DC: National Association for Foreign Student Affairs, 1975. 27p. ED 104 256

Includes deliberations and conclusions of a 1974 workshop on (1) problems associated with foreign students who leave U.S. colleges and re-enter their countries of origin, and (2) ways of helping such students prepare to cope with these problems. EDRS price: MF-$0.83, HC-$2.06 plus postage. Also available for $0.25 plus postage from NAFSA, 1860 19th Street, N.W., Washington, DC 20009.

-63-
McDivit, Virginia A. African Values and American Teachers in Ethiopia: A Cross-Cultural Experience. 1976. 18p. ED 148 743

Relates the experience of an American teacher in Ethiopia who attempted to teach English to African students by a method other than simple rote. Broader issues such as cross-cultural differences in what is considered effective teaching are also discussed. EDRS price: $0.83, HC-$1.67 plus postage.

-64-
McMillen, Patricia J. A Nontraditional Approach to Counseling International Students. 1976. 40p. ED 131 357

Explores a comprehensive plan for counseling international students at home and abroad. EDRS price: $0.83 plus postage. HC not available.

-65-
Mestenhauser, Josef. Learning with Foreign Students. A Handbook for Students on How to Enrich Their Learning in International Studies, in International Education and Other Social and Behavioral Sciences through Foreign Students. Minneapolis, MN: Minnesota University (International Student Advisor's Office), 1976. 83p. ED 148 146

Presents a learning program intended for American students enrolled in a variety of disciplinary or interdisciplinary programs who wish to include in their education a meaningful exposure to members of other cultures. EDRS price: MF- $0.83, HC-$4.67 plus postage. Also available for $4.25 from the International Student Advisor, University of Minnesota, 717 East River Road, Minneapolis, MN 55455.

-66-
Meyer, Laura K. Social Class and Foreign Language Learning: Implications for Curriculum. Louisville, KY: Louisville University (Interdisciplinary Program in Linguistics), 1975. 14p. ED 122 616

Although ostensibly about second language learning, this paper discusses differences in cognitive style between lower class students and mainstream educators, and suggests teaching methods to help remedy the resulting problems. EDRS price: MF-$0.83, HC-$1.67 plus postage.

-67-
Miley, James F., Comp.; and Others. Promising Practices: Teaching the Disadvantaged Gifted. Los Angeles, CA: National/State Leadership Training Institute on the Gifted and Talented, 1975. 64p. ED 129 037

Intended for teachers, the document offers 10 articles on educating the disadvantaged gifted student. Included are: "Cultural Diversity and the Exceptional Child" with the "Asian Component" by H. Kitano, the "Black Component" by G. Smallwood and O. Taylor, the "Indian Component" by J. Kito and B. Lowe, and the "Spanish-speaking Component" by J. Aragon and L. Marquez; and "The Culturally Different Gifted Child--the Dawning of His Day?" (which reviews definitions, identification procedures, program provisions, and available resources) by I. Sato. EDRS price: MF-$0.83, HC-$3.50 plus postage. Also available for $2.70 from Ventura County Superintendent of Schools, County Office Building, Ventura, CA 93001.

-68-
Miller, Dorothy L.; Garcia, Anthony. Mental Health Issues Among Urban Indians: The Myth of the Savage-Child. 1974. 13p. ED 129 485

Seeks to dispel stereotyped images of Native Americans. Discusses their social and psychological characteristics as "tribal people," and their resulting cross-cultural problems when they move into an urban area where mainstream values predominate. EDRS price: MF-$0.83, HC-$1.67 plus postage.

-69-
Miller, Helen M. Tips on the Care and Adjustment of Vietnamese and Other Asian Children in the United States. Washington, DC: Dept. of Health, Education, and Welfare (Children's Bureau), 1975. 30p. ED 116 821

Provides information related to the physical, emotional, and language problems that may face newly adopted Vietnamese or Korean children and their adoptive parents. Cultural differences among Vietnamese, Korean, and American families are explained in detail. EDRS price: MF-$0.83, HC-$2.06 plus postage. Also available for $0.65 from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (DHEW Publication No. (OHD) 75-72).

-70-
Mortenson, W. Paul; Netusil, Anton J. Attitudes of Prospective Teachers Toward the Culturally Different. n.d. 17p. ED 115 614

Reports research examining whether prospective elementary teachers can become more positively oriented toward culturally different children. One finding was that those taught courses about minorities without having direct contact with them became more prejudiced. EDRS price: MF-$0.83, HC-$1.67 plus postage.

-71-
Newmark, Eileen; Asante, Molefi K. Intercultural Communication. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills; and Falls Church, VA: Speech Communication Association; 1976. 45p. ED 125 009

Discusses participatory learning of intercultural communication. Students analyze their own and others' perceptions, learn how to be sensitive to differences in others, and develop an ability to evaluate intercultural communications. Practical exercises suggested. EDRS

price: MF-$0.83, HC-$2.06 plus postage. Also available for from the Speech Communication Association, 5205 Leesburg Pike, Falls Church, VA 22041.

-72-
Niemi, John A. Some Facets of Cross-Cultural Communication and Their Implications for ABE and ESL Teachers. 1976. 15p. ED 121 964
Discusses many of the realities concerning cross-cultural communication (nonverbal as well as verbal) of which teachers in adult basic education programs must be aware. EDRS price: MF-$0.83, HC-$1.67 plus postage.

Nine Curt, Carmen Judith. SEE entries -106- and -107-.

-73-
Noble, Vicente N. The Ryan Cross Cultural P.P.S. (Pupil Personnel Service) Component: A Training Model. 1976. 12p. ED 131 363
Describes a cross cultural training program for pupil personnel service workers and other certificated school personnel. The discriminatory problems and issues of Blacks, Mexican Americans, Asian Americans, and Native Americans in American education are addressed. EDRS price: MF-$0.83, HC-$1.67 plus postage.

-74-
Ogawa, Dennis M. Communicating in a Pluralistic Community: The Model of Hawaii's Ethnic Relations. 1976. 12p. ED 126 536
Discusses the fact that aggressive competition has been institutionalized in American classrooms, effectively impeding the social mobility and psychological well-being of groups such as the Native Hawaiian. EDRS price: MF-$0.83, HC-$1.67 plus postage.

-75-
Parker, Orin D.; and Others. Cultural Clues to the Middle Eastern Student. Washington, DC: American Friends of the Middle East, 1976. 18p. ED 136 604
Discusses cultural characteristics common to all Middle Eastern students with the exception of Israelis, addressing those working with Middle Eastern students on American college and university campuses. EDRS price: MF-$0.83 plus postage. HC not available. Also available for $2.00 from AFME, 1717 Massachusetts Ave., N.W., Suite 100, Washington, D.C. 20036.

-76-
Penner, Louise A.; Anh, Tran. A Comparison of American and Vietnamese Value Systems. n.d. 37p. ED 131 133

Similarities and differences in value systems of Americans and Vietnamese are investigated in this study. What primarily differentiates the respondents in the two countries is not their goals in life, but the means by which these are reached. EDRS price: MF-$0.83, HC-$2.06 plus postage.

-77-
Ramírez, Manuel, III; and Others. Mexican American Values and Culturally Democratic Educational Environments. Austin, TX: Dissemination Center for Bilingual Bicultural Education, 1974. 27p. ED 108 496

Outlines some features of culturally democratic educational environments and illustrates ways in which the schools can take positive steps to assure that every child can preserve pride and loyalty toward the culture represented by his family and community. Offers a 10-point set of guidelines suggesting ways to create educational environments in which Mexican-American values are afforded dignity and respect. EDRS price MF-$0.83, HC-$2.06 plus postage. Also available for $0.65 from the Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, TX 78721.

-78-
Ramírez, Manuel, III; and Others. Introduction to Cognitive Styles. Austin, TX: Dissemination Center for Bilingual Bicultural Education, 1974. 22p. ED 108 497

Discusses the influence of socialization practices on children's cognitive styles and, in particular, children's learning styles, and the relationship between cognitive style and culture and socialization styles. EDRS price: MF-$0.83, HC-$1.67 plus postage. Also available for $0.65 from the Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, TX 78721.

-79-
Ramírez, Manuel, III; and Others. Developing Cognitive Flexibility. Austin, TX: Dissemination Center for Bilingual Bicultural Education, 1974. 18p. ED 111 179

Discusses cultural democracy in general and "bicognitive development" in particular. Bicognitive development is promoted by addressing education to the potential of children for cognitive flexibility; it is an asset for all children, but a necessity for culturally different children. EDRS price: $0.83, HC-$1.67. Also available for $0.65 from the Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, TX 78721.

-80-
Rimoldi, Horacio J.A. Cognitive Aspects of Problem Solving. 1974. 10p. ED 101 830

Discusses a technique used in cross-cultural research for measuring cognitive processes in children and youth. Subjects become active agents in the problem solving tasks while experimenters remain as passive and neutral as possible; the subject's tactics indicate how he or she deals with the structure of the problem. EDRS price MF-$0.83, HC-$1.67 plus postage.

-81-
Roe, Kiki V. A Cross-Cultural Study of Empathy in Young Children. 1975. 16p. ED 141 671

Reports research in which the degree of empathy in urban and rural Greek children was compared to that of urban American children. The relative lack of empathy among the Greek children is attributed to Greek child-rearing practices. EDRS price: $0.83, HC-$1.67 plus postage.

-82-
Salkind, Neil J.; Kojima, Hideo. Cognitive Tempo in Japanese and American Children. 1977. 11p. ED 136 916

Reports research on 3400 Japanese and American children in which the Matching Familiar Figures Test was used as a measure of cognitive tempo. Results are related to environmental, cultural, and educational differences between the two nations. EDRS price: MF-$0.83, HC-$1.67 plus postage.

-83-
Sikes, Melvin P.; Coe, Gerald Lynn. Report on Teaching in Multi-Cultural/Multi-Ethnic Schools (1974-75). 1975. 39p. ED 115 620

A report on two courses, one undergraduate and one graduate, which taught education majors, through films, discussions, book reviews, field trips, and community work, how to become master teachers skilled in reaching culturally different children. EDRS price: MF-$0.83, HC-$2.06 plus postage.

-84-
Silverthorne, Colin. Toward More Authentic Interpersonal Relations, Revisited. 1971. 6p. ED 093 740

Reports on the attempt by students in an undergraduate course entitled "The Psychology of Interracial Relations" to explore their own perceptions and feelings relative to white-Chicano and white-Chinese problems. Stressed is the importance of conceptualizing minority group problems as those of a particular ethnic or racial group, not those of minorities in general. EDRS price: MF-$0.83, HC-$1.67 plus postage.

-85-
Simões, Antonio, Jr. A Paradigm for Further Research in Bilingual-Bicultural Education. 1975. 35p. ED 103 160

American, Portuguese-American, and Portuguese children were studied to determine whether they structure their inquiry into social problems along different lines and whether they have different value orientations at different age levels. Age and culture were found to be critical factors.

-86-
Simpson, Carl. The Impact of Classroom Structure on Performance Inequality Between Minority and Non-Minority Students. Stanford, CA: Stanford University (Center for Research and Development in Teaching), 1977. 27p. ED 152 881

Proposes and tests the theory that the "unidimensional" classroom structure is an underlying component of the traditional student performance reality, and determines the relatively low school performance levels of ethnic minorities. It is argued that "multidimensional" structures should reduce the degree of performance inequality. EDRS price: MF-$0.83 plus postage. HC not available.

-87-
Sitaram, K.S. American Cultural Values and Communicative Behaviors. 1975. 15p. ED 125 015

Discusses individuality, money, aggressiveness, patriotism, authoritarianism, saviorism, frankness, motherhood, masculinity, femininity, environmental protection, and human dignity. Individuality was found a primary value which has great influence on interactions between an American and persons from other cultures. EDRS price: MF-$0.83, HC-$1.67 plus postage.

-88-
Smith, Calvin N. Teaching Intercultural Communication on the Graduate Level. 1976. 10p. ED 130 351

Outlines a method of teaching international and intercultural communication that has proved successful at the graduate level at Eastern Illinois University. Experiences in investigating, analyzing, and reporting on a culture of the students' choice are included. Attached is a daily schedule of class activities. EDRS price: MF-$0.83, HC-$1.67 plus postage.

-89-
Spradley, James P. Socialization for Bicultural Adjustment--A Case Study. 1967. 11p. ED 013 861

Reports the early socialization experiences of one particularly well-adjusted bicultural Kwakiutl Indian. A wide variety of research techniques were used to determine those factors responsible for his successful internalization of both Western and Indian values. EDRS price: MF-$0.83, HC-$1.67 plus postage.

-90-
Stewart, Ida Santos. Cultural Differences in the Attributions and Intentions of Anglos and Chicanos in an Elementary School. 1974. 28p. ED 088 627

Reports research that attempted to identify assumptions and intentions that Anglo teachers, children, and parents, and Chicano children and parents hold of each other, their perceptions of each other, the extent to which these perceptions are realistic, and the implications of cultural differences and similarities in the education of Chicanos. EDRS price: MF-$0.83, HC-$2.06 plus postage.

-91-
Sullivan, Allen R. Issues in Assessing Multi-Cultured Youth: Its Implications for Teachers. 1973. 19p. ED 115 621

Discusses the social and historical background to the problems of testing minority youth, and reports on the "Dove Counter Balance Intelligence Test," which was created to help psychologists and others design tests that recognize varieties of cultural experience. EDRS price: MF-$0.83, HC-$1.67 plus postage.

-92-
Taylor, Harvey M. Americans and Japanese Nonverbal Communication. 1975. 22p. ED 119 489

A detailed discussion of various nonverbal behaviors of Japanese people that are frequently misinterpreted or not understood by Americans. EDRS price: MF-$0.83, HC-$1.67 plus postage.

-93-
Tomasi, Lydio F. The Italian American Family: The Southern Italian Family's Process of Adjustment to an Urban America. Staten Island, NY: Center for Migration Studies, 1972. 47p. ED 141 235

Discusses the acculturation process of first, second, and third generation Italian families in the United States in terms of the interrelationships among cultural, social, and psychological events. EDRS price: MF-$0.83 plus postage. HC not available. Also available for $1.00 from the Center for Migration Studies, 209 Flagg Place, Staten Island, New York, NY 10304.

-94-
Toronto Board of Education. The Bias of Culture: An Issue Paper on Multiculturalism. Revised. Toronto, Ontario: Toronto Board of Education, 1975. 52p. ED 123 147

Describes and explains ten practical issues facing the Toronto Board of Education in its dealings with the city's varied ethnic communities: (1) cultural identity, (2) streaming, (3) reception and placement, (4) ascription, (5) teachers' and school principals' perceptions, (6) extra Anglo-Canadian ethnic groups' perceptions, (7) schools' contacts with extra Anglo-Canadian ethnic communities, (8) school system's support services, (9) extra Anglo-Canadian ethnic teachers, and (10) ghetto-ization. EDRS price: MF-$0.83 plus postage. HC not available.

-95-
Tyler, Vernon Lynn. Into Intercultural Communication; Experiential Learning Packets. Provo, UT: Brigham Young University (Language Research Center), 1973. 66p. ED 085 797

Treats ways and means of learning to communicate more effectively with people from other cultures, with special emphasis on seeing culturally determined traits in oneself. EDRS price: MF-$0.83, HC-$3.50 plus postage.

-96-
Vontress, Clémmont E. Racial and Ethnic Barriers in Counseling. 1973. 37p. ED 117 582

Discusses a variety of cross-cultural barriers to successful interracial and interethnic counseling relationships. For example, the influence of self-hatred, machismo, and modesty are described. EDRS price: MF-$0.83, HC-$2.06 plus postage.

-97-
Vontress, Clemmont E. Cross-Cultural Counseling in Perspective. 1974. 19p. ED 090 451

Discusses relationship barriers in cross-cultural counselor-client relationships, and examines the pitfalls involved in diagnosing members of minority groups. Possible solutions to these problems are offered. EDRS price: MF-$0.83, HC-$1.67 plus postage.

-98-
Wagner, Thomas E. Appalachian Migrant Students in Cincinnati Public Schools. 1973. 18p. ED 096 069

Relates the cross-cultural problems of migrant students from southern Appalachia who enroll in the Cincinnati public schools. Suggests a four-phase model for making urban schools more relevant for such students. EDRS price: MF-$0.83, HC-$1.67 plus postage.

-99-
Warren, David; Adler, Peter. An Experiential Approach to Instruction in Intercultural Communication. 1975. 15p. ED 125 014

Notes three existing models for cross-cultural training (the practical-functional, the cognitive-didactic, and the affective-personal), and then discusses in more depth an eclectic approach favored by the author. Exercises such as cross-cultural simulations, labeling tasks, cooperation exercises, personal inventory development, and non-evaluative listening experiences are outlined. EDRS price: MF-$0.83, HC-$1.67 plus postage.

-100-
Weiss, Melford S.; Weiss, Paula H. Taking Another Look at Teaching: How Lower-Class Children Influence Middle-Class Teachers. 1975. 17p. ED 137 223

Focuses upon that process whereby middle-class teachers are significantly influenced by their lower-class students. Challenges some basic assumptions about the nature of schooling and the effectiveness of education as an instrument of social change. EDRS price: MF-$0.83, HC-$1.67 plus postage.

-101-
Wight, Albert R.; Hammons, Mary Anne. Guidelines for Peace Corps Cross-Cultural Training. Part I. Philosophy and Methodology. Estes Park, CO: Center for Research and Education, 1970. 217p. ED 059 937

Written for use by Peace Corps training staff, these guidelines are designed to support the planning, designing, and conducting of training programs oriented toward the preparation of Peace Corps Volunteers to live and work in another culture. EDRS price: MF-$0.83, HC-$11.37, plus postage.

-102-
Wight, Albert R.; Hammons, Mary Anne. Guidelines for Peace Corps Cross-Cultural Training. Part II. Specific Methods and Techniques. Estes Park, CO: Center for Research and Education, 1970. 451p. ED 059 938

Provided in this guide are examples of specific methods and techniques to implement the training methodologies described in Part I of the Guidelines. EDRS price: MF-$0.83, HC-$24.77 plus postage.

-103-
Wight, Albert R.; And Others. Guidelines for Peace Corps Cross-Cultural Training. Part III. Supplementary Readings. Estes Park, CO: Center for Research and Education, 1970. 108p. ED 059 939

Reproduced in this document are 17 articles for both trainees and trainers during phases of Peace Corps training programs. EDRS price: MF-$0.83, HC-$6.01 plus postage.

-104-
Yao, Esther Lee. Who Are the Chinese Americans? 1978. 15p. UD 018 194 (see page v, above)

Focuses on describing the demographic profile of first generation Chinese Americans in metropolitan Houston, Texas, and on exploring the changing value systems and the environmental adjustment demonstrated by the selected sample. EDRS price: MF-$0.83, HC-$1.67 plus postage.

-105-
Yousef, Fathi S.; Briggs, Nancy E. The Multinational Business Organization: A Scheme for the Training of Overseas Personnel in Communication. 1975. 21p. ED 112 442

A schema for the training of overseas personnel is proposed, and examples of different problems arising in cross-cultural contacts are given. The schema represents a continuum for observing and classifying a wide range of culturally determined behaviors. The areas covered in this schema deal with the most recurrent behavioral variables involved in cross-cultural communication breakdowns. EDRS price: MF-$0.83 plus postage. HC not available.

-106-
Nine Curt, Carmen Judith. Non-Verbal Communication in Puerto Rico. Cambridge, MA: National Assessment and Dissemination Center for Bilingual Education, 1976. 71p. UD 018 498 (see page v, above)

A detailed and down-to-earth examination of the cultural differences between Puerto Rico and mainland U.S. with respect to smiling, eye contact, silence vs. noise, clothing, money matters, laughter and play, farewells, and interruptions. Includes also a case study carried out in certain schools in Brooklyn, NY. EDRS price: MF-$0.83, HC-$3.50 plus postage. Also available for $2.00 from the NADCBE, 385 High Street, Fall River, MA 02720

-107-
Nine Curt, Carmen Judith. Teacher Training Pack for a Course on Cultural Awareness. Cambridge, MA: National Assessment and Dissemination Center for Bilingual Education, 1976. 52p. UD 018 499 (see page v, above)

Contains detailed plans and activities for teaching units on cultural identity and nonverbal communication, concentrating on Puerto Rican/mainland U.S. cultural differences, and employing numerous prepared interpersonal dialogues as teaching devices. Uses Non-Verbal Communication in Puerto Rico (#106, above) as well as two works by Edward T. Hall as textbooks. EDRS price: MF-$0.83, HC-$3.50 plus postage. Also available for $2.00 from the NADCBE, 385 High Street, Fall River, MA 02720.

Subject Index to Citations

The numbers following each index term refer to the document numbers that begin each citation, not to page numbers. Index terms such as "Culture Contact" and "Cultural Differences" have not been included because virtually every citation in this bibliography concerns such matters as these.

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